

# Daily Participation and Non-Traditional Instruction Guidance for Re-Opening Schools

# Guiding Question

*What supports do districts need to implement the participation recording and reporting requirements for 2020-2021?*

# Not Reporting Attendance

- Districts will be receiving their funding using the 2019-2020 or 2018-2019 ADA data therefore daily attendance will not be reported.
- For the 2020-2021 School Year Kentucky school districts will record participation in the Infinite Campus (IC) for ALL students in lieu of recording attendance.
- This does not mean you won't be collecting attendance for students who are in-person. For safety reasons you will need to continue to be aware of their presence in the classroom. You will just not be reporting it.
- Since compulsory education is still required it is important to capture and be accountable for the engagement and delivery of instruction to all students, whether in person in the school building or remotely from home. That is why we will be recording Daily Participation

# Defining Daily Participation

Daily Participation is the measure of the interactions between teachers and students.

- Those interactions will vary based on whether the student is in-person or is participating remotely in instruction.
- Participation is a measure of a student's engagement in the instructional process.
- It is NOT a measure of quality of student work. Grading practices determine quality.
- Remember that participation will be recorded for each instructional day in the district calendar, however the participation can be recorded on a weekly basis.

# Defining “Non-Traditional Instruction”

701 KAR 7:125E defines non-traditional instruction as:

“Non-traditional instruction” means remote instruction in which the student is learning in a location other than the traditional classroom using digital or other alternative methods of learning.”

Meaning that non-traditional instruction is the term used for any situation in which a student, group of students, whole schools or districts are learning from a location other than the brick and mortar school building.

# NTI Days and Other Types of NTI

It's important to remember that in addition to a formal NTI Day, there are going to be other types of non-traditional instruction that don't require the claiming of an NTI Day.

## NTI Days

If the district will be closed and all students will be learning remotely, then the district will claim an NTI Day per 701 KAR 5:150. The district will not claim an NTI day for any other instances of a portion of students learning remotely. For the 2020-2021 school year, districts have unlimited NTI days, and those days can be used for COVID related closures or more regular uses of NTI Days such as weather or other health or safety measures.

# NTI Days and Other Types of NTI

## *Other Uses of non-traditional Instruction*

Districts will not claim NTI Days for students who are learning remotely in any other non-traditional situation. Examples of other uses of non-traditional instruction would include:

- Full-Time Virtual School (FTVS) – student’s primary enrollment is at a full-time virtual school or academy. The school/academy is a separate A1 or A5 program and the student is instructed by a teacher assigned to the virtual school/academy and not their regular assigned teacher(s).
- School-Based Virtual (SBV) – Same as FTVS except the student primary enrollment is their assigned school but they are engaged in full-time virtual learning. SBV could be a “school within the school” model with teachers designated as virtual teachers or it could be virtual instruction facilitated by regular classroom teachers.

# NTI Days and Other Types of NTI

## *Other Uses of non-traditional Instruction*

- Blended Learning (BL) – This is a non-traditional option where a district is doing a hybrid model in which students are being instructed in-person on some days and remotely on some days. The student remains enrolled at their assigned school.
- Partial School Closure – This is still non-traditional instruction, however NTI Days are not used for situations where less than the entire district are doing remote learning. If a single school or group of schools requires a closure, but the entire district is not closed, those students in those schools would be SBV as outlined above.



# NTI Days and Other Types of NTI

- *For the 2020-2021 school year, districts can identify pre-determined NTI days in their district calendar.*
- *In the past, NTI days would not be identified in the district's original calendar.*
- *As an example, if your district is going to use an A-B blended model and ALL students will be learning remotely on Fridays, you can identify Fridays as NTI days in your original district calendar.*

# Types of Daily Participation

The recording of participation in Infinite Campus will be once a day and will be entered by teachers into IC.

## Students Who are In-Person

Students who are attending in-person classes will be considered “participating” by their presence in the classrooms. It is important to remember that the existing requirements for collecting attendance for in-person students found in 701 KAR 7:125E are still in effect.

# Types of Daily Participation

## Students in non-traditional instruction

Daily participation for students learning through non-traditional instruction may be in real time during the school day or at times outside of normal school hours and include at least one of the following:

- One on one video communication or phone calls between teacher and student (or teacher and parent with smaller children or students with special needs);
- Group video communication or phone calls between the teacher and a whole class or between a teacher and smaller groups of students within a class;
- Student time logged into a learning management software system completing assignments;
- Submission of paper-based assignments for students in a non-digital, non-traditional setting.

NOTE: You will use the daily participation requirements for non-traditional instruction for all non-traditional instruction including full NTI Days and for any day a student participating remotely.

# Recording Daily Participation in IC

## **Recording Daily Participation in Infinite Campus**

With no attendance reporting in 2020-21, recording participation is required for ALL students in Infinite Campus.

- As a reminder, you cannot record participation during the year in IC for any student who has been set up using the Virtual/Performance Based functionality in IC. Like attendance, participation for each day will be granted upon successful completion of the course (passing grade). You will have to record daily participation for any student in a Virtual/Performance Based course using a mechanism outside IC and report it separately to KDE for mid-year reporting. It is highly recommended that you use the Blended Learning functionality in IC for all virtual options you will be providing this fall.
- IC is currently providing support and training regarding the new Blended Learning functionality as well as the recording of participation in the system.

# Reporting Daily Participation

District participation will be reported at the following times:

- October 2020
- January 2021
- July 2021

KDE will run a district participation report from IC and will be report that data through the Kentucky Department of Education website and to the Legislative Research Commission

# COVID-19 Considerations for Reopening Schools: Exceptional Learners and Preschool Students

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Presented by: The Office of Special Education and Early Learning

# Guiding Questions

What are the greatest barriers for reopening schools when considering exceptional learners and preschool?

What suggestions do you have for overcoming these barriers?

# Considerations

A full offer of FAPE must be made regardless of the instructional environment; however, FAPE may look different in a virtual environment.

Districts must be able to share with parents what level of support is being provided to students with disabilities (e.g., specially designed instruction, supplementary aides and services).

Districts must ensure teachers and staff are provided with enough time to implement IEPs in face-to-face and virtual settings.

Location may change but does not necessarily equate to a change in placement.

Districts must continue to meet the MOE requirements under the IDEA.



# Document Overview

The guidance document is designed to align with the [“Guidance on Safety Expectations and Best Practices for Kentucky Schools \(K-12\)”](#) to provide specific considerations for exceptional learners and preschool students. The document is organized into four main sections: reopening considerations, special education questions and answers, preschool questions and answers, and resources.

# Reopening Considerations

## Social Distancing

- Differentiating instruction for exceptional learners when teaching students about social distancing

- What to do when students require staff proximity closer than 6 feet

- Social distancing within a preschool classroom

- Itinerant staff (related service providers, gifted and talented teachers)

## Special Transportation (T5)

- Parental reimbursement

## Food Preparation and Snacks

## Instructional Experiences in the Community

- Community-based instruction

- Gifted and talented education

# Reopening Considerations

Least Restrictive Environment (LRE)

- Changes to LRE

Cloth Face Coverings (Masks)

- Medical waivers

- Admissions and Release Committee (ARC) decisions

School Health Policies

- Assessments and screening

- Centers in the preschool classroom

Contact Tracing

- Scheduling and documentation

# Contact Information

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# COVID-19 Considerations for Reopening Schools: Compensatory Education and Extended School Year Services



# Guiding Question

What supports do you need when determining compensatory education and extended school year services for students?



# Document Overview

Free Appropriate Public Education (FAPE) during Remote Instruction

Compensatory Education

Extended School Year Services (ESY)

Questions and Answers

# FAPE

Regardless of the instructional delivery model, local school districts remain responsible for providing a Free Appropriate Public Education (FAPE) to students with disabilities.

As a result of the inability to provide face-to-face instruction, there may be certain special education and related services that are difficult, or even impossible, to provide during times of remote instruction.

When special education and related services are not provided in accordance with the Individual Education Program (IEP), regardless of the reason why, it may result in a denial of FAPE.

The remedy for failing to provide FAPE is compensatory education services. The goal of compensatory education services is to place the student in the position he or she would have otherwise been in had there not been a denial of FAPE.



# Terminology

The Office of Special Education and Early Learning (OSEEL) discourages districts from shying away from compensatory education discussions.

If staff use alternate language, it is important to acknowledge that any services designed to place the student in a position he or she would have otherwise been in but for the lack of educational benefit resulting from a denial of FAPE, are indeed compensatory education services.

# Compensatory Education

Defined by case law

Punishment of the local district is not the purpose of compensatory education. Awarded as a result of an IDEA dispute or as a voluntary remedy by a student's ARC.

Reviewed on a case-by-case basis

Awards must be reasonably calculated to provide educational benefit and can extend a student's eligibility beyond graduation or age 21 ([Letter to Riffel](#), Aug. 22, 2000).

# Extended School Year Services

Specially designed instruction and related services that are provided to a student with a disability beyond the normal school year in accordance with the child's IEP at no cost to the parents. [707 KAR 1:002, Section 1 \(26\)](#)

The intent is not for the student to learn new skills or “catch up” to grade level.

The ARC must document evidence the student **regressed** in his or her progress over a break in instruction and was unable to **recoup** those skills in a reasonable period when school is in session.

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